DOCUMENT RESUME

ED 405 316 SP 037 194

AUTHOR Norton, Janet Lynn
TITLE The Effective Practitioner: Images from First Year Teachers.
PUB DATE 96
NOTE 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Beginning Teacher Induction; Beginning Teachers; *Creative Thinking; Early Childhood Education; Elementary Education; Higher Education; Locus of Control; Predictive Measurement; Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS *Reflective Thinking

ABSTRACT

The purpose of this study was to examine reflective thinking as it related to instructional and personality characteristics of an effective teacher. During semistructured interviews, 42 first-year teachers identified the characteristics of an effective teacher and compared their own professional development to these ideal images. Comments from participant interviews and results from one-way classification Chi Square tests indicated several personality characteristics to be significantly related to effective teaching. Specifically, for these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control. Most of the participants viewed themselves as above average creative and reflective thinkers with a moderate internal locus of control. During their first year, they had often been overwhelmed and constrained by large teaching assignments, bureaucratic inefficiency, and administrative indifference. However, these first-year teachers remained dedicated to teaching and confident of professional growth. Finally, qualitative data from this study identified preservice and inservice curricula and activities that may maximize growth in technical expertise, teaching artistry, and reflective thinking. It is hoped that such information will assist teacher educators in implementing the principles of effective teaching and reflective practice. (Contains 49 references.) (Author/JLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 316

Running head: EFFECTIVE PRACTITIONER

The Effective Practitioner: Images from First Year Teachers

Janet Lynn Norton, Educational Consultant

2850 Delk Road: #47-F: Marietta, GA 30067

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

J. L. Norton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This paper was presented at the Annual Meeting of the
Mid-South Educational Research Association in
Tuscaloosa, AL on 7 November 1996.

3/837/194

BEST COPY AVAILABLE

Abstract

The purpose of this study was to examine reflective thinking as it related to instructional and personality characteristics of an effective teacher. During semistructured interviews, 42 first year teachers identified characteristics of an effective teacher and compared their own professional development to these ideal images.

Comments from participant interviews and results from one-way classification Chi Square tests ($p \leq 0.05$) indicated several personality characteristics to be significantly related to effective teaching. Specifically, for these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control. Furthermore, these characteristics were not isolated traits; they were, in Jessica's words, "definitely related."[1]

Most of the participants viewed themselves as above average creative and reflective thinkers with a moderate internal locus of control. During their first years, they had often been overwhelmed and constrained by large teaching assignments, bureaucratic inefficiency, and administrative indifference. However, these first year veterans remained dedicated to teaching and confident of professional growth.

Finally, qualitative data from this study identified preservice and inservice curricula and activities which may maximize growth in technical expertise, teaching artistry, and reflective thinking. Such information, hopefully, will assist teacher educators in implementing the principles of effective teaching and reflective practice.

The Effective Practitioner: Images from First Year Teachers

Despite seeming similarities and differences, teacher education programs have traditionally shared a common goal -- that of preparing *effective* practitioners. In preparing these effective practitioners, teacher educators have focused on the development of particular, verifiable teaching skills, skills which had been empirically related to increased student achievement (Moore, 1988; Richardson, 1990).

However, during the past three decades, demographic changes have altered the profiles of countless families, the educational needs of their children, and the school and community environments (Ogle, 1991). Equipped with repertoires of specific teaching skills, many teachers have been unprepared to adapt their instructional behaviors and materials to meet the challenges of today's diverse student populations (Elkind, 1995; Hyun & Marshall, 1996). Low student achievement and pervasive teacher frustration are logical consequences of this incongruity between *teacher* and *context*.

Teacher education programs simply cannot address every student and every situation a prospective teacher will encounter. Rather, they must provide preservice teachers with a general knowledge base of effective teaching principles and practices and a strategy for adapting these principles and practices. For many teacher educators, John Dewey's model of reflective practice *is* that strategy of adaptation (Hillkirk & Dupuis, 1989; Smith, 1994).

Reflective practice is a disciplined inquiry into the goals, motives, methods, and consequences of educational practice. It enables practitioners

to thoughtfully examine conditions and attitudes which impede or enhance student achievement. Reflective teachers

(a) are openminded and responsive to the unique educational and emotional needs of individual students;

(b) question personal aims and actions;

(c) constantly review instructional goals, methods, and materials;

(d) augment technical expertise with personal insights and artistry; and

(e) consider the consequences of any proposed plan, the short-term and long-term effects of suggested behaviors (Dewey, 1909/1933; Pollard & Tann, 1987; Schon, 1983, 1987).

The paradigm of reflective practice is hardly a new one. In his seminal work, How We Think, first published in 1909, John Dewey explained the concepts of reflective thinking and teaching. Reflective thinking, Dewey wrote, emphasizes the *consequences* of ideas and implies future physical action. It is not merely an exercise in theoretical manipulation or intellectual entertainment (Dewey, 1909/1933). Using methods of rational, systematic inquiry, the reflective person is able to confront and solve a variety of personal and professional obstacles; to be a proactive force in his/her environment.

In nurturing and sustaining habits of reflective thought, Dewey advocated the cultivation of three attitudes: openmindedness, wholeheartedness, and intellectual responsibility. "Openmindedness" (Dewey, 1909/1933, p. 30), the first of these desired attitudes, implies an intellectual receptiveness, a willingness to dispassionately consider multiple and novel ideas. Such openmindedness is accompanied by a sense of convergent

attention or "whole-heartedness" (Dewey, 1909/1933, p. 31). All of the individual's mental, emotional, and physical resources are committed to the resolution of the problem. Ultimately, though, these admirable qualities of openmindedness and whole-heartedness are dangerous if not tempered by notions of "intellectual responsibility" (Dewey, 1909/1933, p. 32). Intellectual responsibility insists the reflective thinker consider the consequences of any proposed plan, the short-term and long-term effects of suggested behaviors.

Donald Schon, among others, has corroborated and expanded Dewey's observations on reflective thinking in his books, The Reflective Practitioner and Educating the Reflective Practitioner (Schon, 1983, 1987). The truly effective, reflective practitioner, Schon argues, must augment technical expertise with personal insights and artistry (Schon, 1983, 1987). All situations are *unique* problems the practitioner must face. Solutions to these problems often lie outside the realm of existing professional knowledge: thus, the necessity for problem solving artistry or reflective practice.

The importance of this study lies in its attempts to

(a) extend current knowledge about effective teaching and reflective thinking;

(b) affirm and utilize the valuable experiential knowledge of classroom teachers, particularly the fresh insights of first year veterans; and

(c) promote effective teaching and reflective thinking strategies in programs of teacher education.

Specifically, this study examined reflective thinking as it related to characteristics of an effective practitioner, characteristics identified by first year teachers. Additionally, qualitative data from this study indicated

preservice and inservice curricula and activities which may maximize growth in technical expertise, teaching artistry, and reflective thinking. Such information, hopefully, will assist teacher educators in implementing the principles of effective teaching and reflective practice.

Purpose

The main purpose of this study was to examine reflective thinking as it related to instructional and personality characteristics of an effective teacher. Four broad questions guided the interviews and subsequent questionnaires.

1. Based on your first year of teaching, what do you think are the characteristics of an effective teacher?
2. How important is it for an effective teacher to demonstrate these characteristics?
3. Using the characteristics you just mentioned, how would you rate yourself as an effective teacher?
4. What preservice and inservice programs and/or activities would you suggest to assist teachers in becoming more effective in the classroom?

Extensive previous research has documented the *instructional* behaviors of an effective teacher. (See Brophy & Good, 1985 and Porter & Brophy, 1988 for an excellent synthesis of this considerable body of knowledge.) Fewer and much smaller studies have focused on the *personality* characteristics of an effective teacher. Exploratory investigations in this relatively new field of research suggested

(a) teacher flexibility,

(b) creative thinking,

(c) self-concept,

(d) locus of control,

(e) attitudes towards teaching,

(f) ego development,

(g) empathy,

(h) enthusiasm, and

(i) moral reasoning, for examples,

significantly impact student achievement (Getzels & Jackson, 1963; Griffin, 1981; Kagan, Albertson, & Sadler, 1986; Kirby, 1987; McNergney & Satterstrom, 1984; Meverech, 1982; Pfeifer, 1983; Richards, Gipe, Levitov, & Speaker, 1989; Sadowski, Blackwell, & Willard, 1985; Sternberg & Horvath, 1995; Sugawara, Harris, & O'Neill, 1988.)

Interestingly, limited research has shown many of these *personality* characteristics of an effective teacher are related to reflective thinking. For example, in studies of preservice teachers, results indicated certain individuals *do* possess *personality* predispositions to sustained, productive reflection. Such people typically exhibit an internal locus of control and are more curious, creative, spontaneous, sensitive, flexible, and abstract in their thinking than their less reflective peers (Kagan, Albertson, Dick & Sadler, 1986; Norton, in press; Richards, Gipe, Levitov, & Speaker, 1989).

However, research specifically linking effective teaching and reflective thinking has been sparse and conflicting. For example, Kirby (1987) found reflective thinking, as measured by a 26-item written instrument, was *not* a significant predictor of teacher effectiveness. Of course, this study was "an initial attempt to operationalize the concept of reflective practice in teaching" (Kirby, 1987, p. 1771) and should be viewed from that perspective.

Other studies, using such qualitative techniques as classroom observations and interviews, have reported strong, positive relationships between effective teaching and reflective thinking. In these studies, an effective teacher, one who maximized student achievement and promoted higher-level thinking skills in his/her classroom, was also a reflective, thoughtful practitioner (Onosko, 1992; Porter & Brophy, 1988).

In summary, based on previous research, it was anticipated qualitative data from this study would

(a) corroborate and extend existing information on effective teaching and

(b) substantiate a strong, positive relationship between effective teaching and reflective thinking.

Method

The sample used in this study consisted of 42 early childhood/elementary beginning teachers. Each participant had graduated from either

(a) a large, private, academically selective research university in which reflective thinking was stressed and modeled in every methods, curriculum, and foundations course and practica;

(b) a small, private, academically selective teaching college where professors frequently mentioned principles of reflective practice; or

(c) a large, state, commuter university that highlighted the reflective practitioner in its articulated mission statement, but its teacher educators rarely discussed, emphasized, and/or modeled behaviors of Dewey's reflective thinker.

BEST COPY AVAILABLE

Additionally, participants had completed their first year of teaching in a variety of public educational settings including predominately white suburban schools, urban minority schools, predominately white rural schools, and culturally diverse suburban schools.

Each participant was interviewed during the final month of his/her first year of teaching. Interviews highlighted issues of effective teaching, personal efficacy, and professional development. Finally, subjects were asked to complete follow-up questionnaires clarifying these important issues.

Results

Comments from participant interviews and results from one-way classification Chi Square tests ($p \leq 0.05$) indicated several *personality* characteristics to be significantly related to effective teaching. Specifically, for these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control. Furthermore, these characteristics were not isolated traits; they were "definitely related" (Jessica)[1] and considered "qualities [of] an effective teacher" (Samuel).

Most of the participants viewed themselves as above average creative and reflective thinkers with a moderate internal locus of control. The first year of teaching had been a difficult and stressful time, in varying degrees, for *all* of the participants. Hectic, frustrating, restrictive, and often overwhelming, this first year had offered few opportunities for professional excellence and growth. However, these first year veterans remained dedicated to teaching and confident of professional growth.

Discussion

The main purpose of this study was to examine reflective thinking as it related to instructional and personality characteristics of an effective teacher. In the following sections, results of the project will be expanded and clarified using selected comments from participant interviews. First, images of the effective practitioner, *the ideal*, will be discussed. Then, *the reality*, the preservice teachers' self-evaluations, will be compared to this ideal of effective teaching.

The Ideal: Images of an Effective Practitioner

Attitudes towards teaching.

From the onset of this study, an overwhelmingly majority of the participants stressed the importance of certain attitudes towards teaching in describing an effective practitioner. For example, 95% of these first year veterans maintained an effective teacher demonstrates genuine affection and respect for his/her students. An effective teacher *cares*. Additionally, 93% of the subjects noted the effective teacher's strong *commitment to teaching*. For a significant number of the sample, both caring and commitment to teaching were considered very important characteristics of the ideal teacher (X^2 = 31.857, df = 2, $p \leq 0.0005$ and X^2 = 29.714, df = 2, $p \leq 0.0005$, respectively).

However, according to these first year veterans, such care and commitment cannot be taught or developed in a teacher education program. As Samuel laughingly observed,

> You either get a kick out of teaching those hyper, little hooligans [middle school students] or you don't. . . and no teacher ed program can change your mind about that!

Reflective thinking.

Many of the subjects (86%) identified reflective thinking as a characteristic of an effective teacher. Furthermore, a significant number of them indicated it was very important for an effective teacher to be a reflective one ($X^2 = 41.333$, df = 4, $p \leq 0.0005$). A reflective teacher "sees beyond the immediate" (Laura) and helps [her] students see beyond the classroom.

> Times change, people change, everything changes. . . and if you're not a reflective teacher, you don't change with them. And, you're not going to be effective if you don't change. You have to be ready and willing to adapt to these changes (Harriett).

The association between effective teaching and reflective thinking became even more apparent as participants continued to describe their ideal, effective practitioner. Specifically, for them, an effective practitioner closely resembled the reflective teacher discussed by Pollard & Tann (1987). For examples, a reflective teacher is responsive to the unique educational and emotional needs of the individual students (Pollard & Tann, 1987).

> A reflective teacher is one, who, all during the day, is checking back and saying, "Did that work? What could I do to help that child?" It's [reflective thinking] an on-going process that you do before you arrive at school, during the school day, and in the evening at home. It's an on-going check of each child's progress. You don't get to the end of the year and find out one of your students can't read (Trish).

Secondly, a reflective teacher questions personal aims and actions (Pollard & Tann, 1987).

> A reflective teacher is one, who, at any point, can stop and look back upon either what they've done or what they've said and be real honest about the experience. I look back so my next step forward is a better one. A reflective teacher is focused, stays clear on their purpose, and is honest with themselves about the quality of the education they are providing (Pat).

And, a reflective teacher constantly reviews instructional goals, methods, and materials (Pollard & Tann, 1987).

> [She] is continually trying to evaluate the situation and improve, to see what needs to be changed and what can be changed. Other teachers may be grounded in tradition or routine and respond to many different situations with, "I've always done it that way." But, a reflective teacher is always assessing the situation and making amendments when needed (Wanda).

Creative thinking.

88% of these former preservice teachers agreed an effective teacher is also a creative one. Interestingly, their descriptions of a creative teacher were reminiscent of Paul Torrance's widely recognized definition of creative thinking, a definition which is the foundation of the Torrance Tests of Creative Thinking (Torrance, 1966). Used in over 2,000 studies, this battery of tests highlights three cognitive processes considered essential for creative thinking. They include

(a) fluency, an aptitude for generating large numbers of ideas;

(b) originality, the ability to produce novel ideas; and

(c) flexibility, a capacity to use a variety of problem-solving strategies (Torrance, 1990).

Flexibility, originality, and fluency were strikingly evident in participants' remarks on creative thinking and teaching. For example, subjects reported a creative teacher is a problem-solver and adapter, adapting materials and ideas to meet his/her classroom needs.

> A creative teacher can take whatever's available and make something out of it. You know, if she has bottle caps at home, she can bring those in and use them as counting tools in math (Sarah).

> A creative teacher finds ways and uses for objects or comments or activities that aren't readily noticeable. Somebody's smart remark in the back of the room isn't just a smart remark; maybe it opens up a new avenue in the discussion. The school can't budget in all you need, so you just have to find a use for everything. You just use what you have to the ultimate. . . creative thinking is finding multiple ways to use everything (Pat).

Additionally, a creative teacher provides an interesting, exciting, stimulating classroom environment.

> [She] is always looking for new, different, and interesting ways to teach the material. A creative teacher tries to incorporate a variety of teaching methods and materials in her lesson plans (Allison).

> [She] tries to make the hum-drum fun (Jessica).

Not surprisingly, a significant number of participants said it was very important ($\chi^2 = 7.429$, df = 2, $p \leq 0.05$) for an effective practitioner to be creative. By modeling creative thinking, teachers encourage their students to be creative, and, by coordinating creative learning activities, teachers foster a love of learning in their pupils.

> Some schools provide all these commercial resources, and that's fine. But, then the child might go home to a family that can't afford all this Fisher-Price stuff. If the child has seen the teacher use ordinary things in the classroom, he or she will say, "Well, I can pick pennies out of my penny jar and use them in my math homework." Modeling creative thinking lets the child see that he or she can be creative, too (Sarah).

> A creative teacher keeps things changing all the time. If you keep things creative and changing all the time, they [students] are never going to know what to expect. . . which means they're generally, always listening and interested. "What is she going to do next?" If things are old and boring, and the students know what to expect, they're going to tune you out. Especially with younger children, it's important to keep a lot of variety in their day, because we want them to learn to like school and learning. It breaks my heart to hear a third grader say, "I hate school." Somebody hasn't taken the time to show him how learning can be fun (Harriett).

Locus of control.

Finally, a strong internal locus of control was considered by many participants (71%) to be either an important or very important (X^2 = 16.000, df = 2, $p \leq 0.0005$) characteristic of an effective practitioner.

> With an external locus of control you think things happen because they just happen. You're going to think, "Well, Johnny made an F because Johnny made an F. I had no control over it; it was just Fate!" Whereas, if you have a strong internal locus of control, you're going to look for reasons. "Well, maybe Johnny made an F because I didn't explain it thoroughly." It's especially necessary for someone who's going to work with a lot of different kids from different backgrounds and experiences and whatever to have an internal locus of control (Sarah).

Its link to effective teaching and reflective thinking was also noted.

> Reflective thinking and an internal locus of control are both part of being an effective teacher. They are intertwined, and they depend on the individual. . . how he or she looks at things. If you think about things and what you (or others) can do to help, you're reflecting. But, at the same time, you're showing an internal locus of control, because you're saying, "This is what I need to do to change things." That's what an effective teacher does. . . he or she wants to change things for the better. . . to do anything to help students succeed (Trish).

Summary

For these novice teachers, the effective practitioner was a caring, committed, creative, reflective thinker with a strong internal locus of control. The participants *insisted* these characteristics were not randomly occurring traits. Instead, they are beautifully integrated in the image of the ideal teacher. Each characteristic supports and extends the others; each characteristic forges theoretical principles and experiential knowledge; and each characteristic stimulates and refines the skills of the effective practitioner.

As Pat concluded,

> Of course, all of these things are related! You know, Janet, I have a degree in chemical engineering from Georgia Tech and worked for a major chemical company for a few years. The job was comfortable, the money was TERRIFIC, but something was missing. And, I knew what that something was. . . kiddos. I had worked with kids for years. . . giving swimming lessons at the YMCA, being a volunteer at the Special Olympics. . . Heck, when I was in college I even had a girl scout troop! So, I knew I needed to be with kids full-time. The whole engineering thing was for my father, not me. Do I care?! Am I committed to teaching?! You bet! If I didn't care. . . or was half-hearted in my commitment, I'd be back in the chem lab. . . with state-of-the-art working conditions, prestige, and big bucks!
>
> Now about those other characteristics. Take locus of control. . . Because I have an internal locus of control, I am inclined to reflect on my actions. So there's a direct relationship there as far as I'm concerned. If I'm constantly blaming other people or having other people or other things be responsible for my actions, why in the world would I ever consider reflecting? I'd be sunbathing and reading books!
>
> Also, reflective thinking, I think, enhances creativity. If I'm reflecting, and I think back to something, and I go, "Wow, that didn't work," or "That didn't work as well as I'd hoped," that automatically shuts off certain possibilities, and I've got to open up new ones. It's like erasing a blackboard. It's scary to think about, but from nothing, everything is possible. If I have my blackboard cluttered with ideas that don't work, didn't work, and never will work, then there's not as much room for new possibilities. So, I would say that by being reflective I can go ahead and clean my blackboard a little more often and open up all new areas to be creative. I have more room for ideas. . . more room for fluency, originality, and flexibility.
>
> It's probably like a chain reaction between the [all of these]. Really, I can't imagine a person with an external locus of control taking time to reflect. And, if you don't reflect, how can you be creative? You haven't thought about other ideas you've seen in the past, things you've read about, and ways to make experiences better.

The Reality: Voices of First Year Teachers

These novice teachers unhesitatingly shared their visions of the ideal, effective teacher: He/she was a caring, committed practitioner with strong reflective and creative thinking abilities and a strong internal locus of

control. How did images of this ideal compare to their own realities? First of all, when asked to rate their depth of caring and commitment to teaching, a significant number of the participants (71%) described themselves as strong in both areas. However, several of the older first year veterans rated themselves as only above average in these critical characteristics. These women knew the very real and dangerous possibilities of excessive caring and commitment.

> I see my younger colleagues and their heartaches, and I feel for them. I really do, because when I was in my 20s, I thought I could save the world, too. But, you can't. You have to realize, you only have these children for maybe eight hours a day. Then they return to a home environment and parents which can undermine everything you're trying to accomplish at school. You simply cannot take every child home with you. You can't even take two or three home with you. So, you take a deep breath, give the children 120% of your love and respect when they're in your care, and then you let it go at the end of the day. If you don't realize your limitations, you'll go crazy (Charlotte).

> Sure, I rated myself as above average in commitment to teaching. I learned years ago the importance of a balanced life. In order to be effective in any situation, I've got to keep things in perspective. My husband, my children, my extended family, my church, my career. . . they all make demands on my time. . . and they deserve my time. And, perhaps the most important element is time for myself. This balance is so critical for me. If I were strongly committed to teaching, I think that balance would be disturbed, and, eventually, something or someone, would suffer (Vicki).

In the area of reflective thinking, 60% of the former preservice teachers indicated they were above average, while 26% considered themselves to be strong reflective thinkers. Results from a one-way classification Chi Square test ($X^2 = 48.476$, $df = 4$, $p \leq 0.0005$) suggested these response rates were statistically significant.

Furthermore, many participants agreed the effective practitioner was also a strong creative thinker. He/she was a resourceful problem-solver who

transformed the classroom into an exciting, enjoyable learning environment. Again, how did these former preservice teachers, now completing their first year as public school teachers, view themselves as creative thinkers? Eighty-one percent rated themselves as above average creative thinkers, a response rate that deviated significantly from the expected responses of a normal distribution ($X^2 = 71.714$, df = 3, $p \leq 0.0005$). Many participants considered even higher self-ratings, but professional survival and inflexible administrative regulations restricted their creative thinking.

Finally, most participants considered a strong internal locus of control an essential characteristic of an effective teacher. In identifying their own locus of control, a significant 67% rated themselves as having a moderate internal orientation. Many participants considered even higher locus of control ratings (strong internal) for themselves, but the realities of teaching had tempered their views.

> As teachers we have to be responsible for our actions, but we have to realize that there are going to be situations we can't control. You've got to be flexible with this locus of control thing. We have a lot of rules and regulations placed on us by the county office. There are just things that are going to happen that are out of our control. So, a moderate internal locus of control allows a teacher to take responsibility most of the time but remain flexible enough to handle those times when you simply don't have control over the situation. A teacher's got to have this flexibility, or she's going to get frustrated and burn out. Sometimes you have to say, "Well, I can't do anything about that. Now what am I going to do?" and just go forward (Jessica).

In summary, most of these caring, committed first year teachers viewed themselves as above average reflective and creative thinkers with a moderate internal locus of control. Several participants suggested even higher self-evaluations were possible. However, many of these novice teachers were, at one time or another, overwhelmed by the tremendous adjustments inherent in the

BEST COPY AVAILABLE

first year of teaching. Large teaching assignments, bureaucratic inefficiency, and administrative indifference were cited as impediments to their professional growth.

> When do they expect me to teach?! First the attendance report, then the lunchroom count. . . and don't forget money for school pictures, practicing for this month's PTA program, and coordinating our booth at the Fall Festival! I've prepared some really good lessons, but I hardly ever get the chance to teach them as planned. Practically every lesson is either chopped up, shortened, or just tossed. I feel like a hamster on a treadmill! Going nowhere in an awful hurry (Rebekah).

Despite these frustrations, most of these new teachers were optimistic about the coming year. As Margaret noted,

> Yeah, this first year has been the Mother of All Bad Years. I knew it would be. . . my safety net would be gone. . . you know, my cooperating teacher and university supervisor. They were great! They were always there to pick me up when I bombed. Well, now I have to pick myself up!
>
> But, you only have a first year once. Thank goodness! I've learned so many survival skills this year. . . like, how to handle truckloads of administrative paperwork, grade students' work quickly and accurately, and use every little scrap of time to do something. I won't have to learn all that stuff next year. Next year I'll really be able to do some quality teaching!

Most of these first year veterans were still committed to teaching and confident of their progress towards the ultimate goal. They, too, would one day become seasoned, effective practitioners.

Implications for Teacher Education

The main purpose of this qualitative study was to examine reflective thinking as it related to characteristics of an effective teacher. However, findings from this study must be interpreted with three important realities in mind. First of all, the sample was composed of mostly white, middle-to-upper class females. Secondly, subjects graduated from three different academic institutions, institutions often advocating and implementing strikingly

different perspectives, programs, and activities. Finally, participants had completed their first years of teaching in a variety of educational settings. Predominately white, suburban schools; urban, minority schools; mostly white, rural schools, and culturally diverse suburban schools were all represented in this study. For many teacher educators, these realities will only enhance the credibility of the study's findings. Others may view these same realities as limitations to the generalizability of the results to other preservice and/or teacher populations.

Regardless of their varied academic preparations and teaching assignments, participants were typically in agreement in their proposals for changes in teacher education and inservice training. They identified several preservice and inservice activities which may maximize professional development. Hopefully, suggestions from these former preservice teachers will encourage teacher educators and school administrators to thoughtfully examine current teacher preparation programs and daily educational practice.

Recommended Preservice Activities/Programs

Additional part-time field experiences.

Each academic institution provided at least one part-time field experience before the actual full-time semester/quarter of student teaching. Nonetheless, *all* of these former preservice teachers, even those who had worked extensively as substitute teachers, stressed the necessity for additional part-time field experiences. Essentially, they advocated part-time field components in at least one of the initial foundations courses and in *every* methods course.

The first part-time field experience was, for many participants, an opportunity for serious reflection; a time to evaluate their commitment to education and suitability for classroom teaching.

> I think everybody, to some degree, bases their expectations about being a teacher on their own experiences as a student. But, just because you were a good student doesn't necessarily mean you'll be a good teacher. I knew I needed a reality check early in the program [teacher education program]. I needed to get involved in an elementary classroom before going any farther with the education degree. What if I had discovered I couldn't handle being a teacher? And, what if I didn't discover that until student teaching? Talk about a total waste of time and energy. . . everybody would have lost out in that situation. . . me, you, the other professors, my cooperating teacher, the kids, my parents. . . everybody (Abigail).

Additionally, many participants viewed these part-time field components as necessary prerequisites to a successful semester/quarter of student teaching and, ultimately, first year of teaching. For example, Mandy graduated from the academic institution providing the most extensive program of part-time field experiences. Yet, in her opinion,

> You can never have too many opportunities to be with the kids [during the teacher education program]. Every time you gain more knowledge and confidence. . . in knowing the school routine, in curriculum and instruction, in relating to the students. Some, no, most of your ideas about teaching really change once you actually get out there with the students!

Recent research on preservice teachers' changing pedagogical concerns and information corroborates many of Mandy's observations. In one study, preservice teachers, interviewed four times during their senior years, *did* experience significant changes, not only in their growing professional knowledge, but in the definitions and organization of key concepts in that knowledge base (Jones & Vesilind, 1996). These changes, the authors discovered, were directly attributable to student teaching experiences. Student teaching facilitated and hastened tremendous growth in theoretical and

practical professional knowledge. Logically, part-time student teaching experiences would also promote extensive pedagogical restructuring, and the necessity for additional part-time field components becomes even more apparent and imperative.

Microteaching lessons.

Many participants agreed the combined field component/methods course was the perfect forum for developing and refining technical expertise, teaching artistry, and reflective thinking. Even Miranda, a new mother for whom the field components had been scheduling nightmares, finally admitted,

> It's particularly important to be in a classroom during the methods courses. That was really helpful to me. . . to design a lesson in class at the university. . . get input from my peers, professor, and cooperating teacher. . . and then go to the elementary school and actually teach that lesson. Then, the cycle begins again. Your cooperating teacher, peers, and professor all help you evaluate the lesson. "Was it a success? Did it bomb? Why? What are some other ways I could have presented the material. . . say, if I didn't have the National Geographic video in my next school?" With all of those part-time experiences under my belt, I really felt good going into student teaching. . . and, I feel I had a great student teaching experience because of all of those little trips to the elementary schools in my methods classes!

Realistically, not all academic institutions can offer an extensive field component with each methods course. Nonetheless, opportunities for lesson preparation, presentation, and evaluation may still be incorporated into methods courses using a variety of microteaching modules. For example, an earlier inquiry into teacher education programs noted several universities have used microteaching modules to successfully model reflective thinking and effective teaching strategies (Norton, 1991).

How can microteaching lessons or modules develop reflective thinking and effective teaching? According to Dewey, "good habits of thought (whose use leads to one's becoming a thoughtful student of teaching) are best engendered

by providing situations that initiate and promote reflection" (Dewey, 1944/1916, p. 7). Obviously, clinical field experiences provide *real* "situations that initiate and provoke reflection" (Dewey, 1944/1916, p. 7), but, in their absence, microteaching lessons or modules offer *simulated* teaching scenarios.

These simulated teaching episodes, popularized by Dr. Donald Cruickshank of Ohio State University, are brief lessons which can be prepared, taught, and critiqued during a single class period. Each module highlights a different teaching skill and contains all necessary content information and stated objectives. After a brief preparation period, a preservice teacher conducts a particular lesson with his/her colleagues in the university class and then participates in the collective reflective critique which follows. In this collegial atmosphere, positive, effective teaching behaviors are identified and reinforced; negative, ineffective behaviors are targeted for elimination; and alternative instructional strategies are discussed (Cruickshank, 1986, 1987).

In summary, microteaching lessons provide preservice teachers with additional opportunities to develop and refine habits of teaching expertise and reflective practice. Such increased opportunities, Cruickshank maintains, should assist preservice teachers in becoming "self-monitoring, reflective, adaptive, experimenters, action researchers, problem-solvers, hypothesis makers, and clinical inquirers" (Cruickshank, 1987, p. 17), the ultimate effective, reflective practitioners.

Videotape analysis.

Advancing technology has offered teacher educators yet another means of fusing theoretical and practical issues of educational practice in their

teacher education programs; namely, the videotape recorder and player. Viewing one's own teaching performance (or that of a colleague) on videotape often hastens this fusion of theory and practice as one immediately witnesses "theoretical information [coming] to life as a result of its contextualization" (Anderson, Armbruster, & Roe, 1989, p. i). Professional development often skyrockets following videotape self-analysis.

Even though videotape self-analysis is a convenient and effective means of promoting professional development, how do preservice and inservice teachers actually feel about its use? Research from an earlier study on teacher education programs (Norton, 1991) indicated both prospective and veteran educators overwhelmingly viewed this reflective exercise as extremely helpful and positive (White, 1987). Most preservice teachers were initially apprehensive at the thought of being videotaped, but, at the end of the semester/quarter, reported the activity as "the most helpful and important [one] of the class [student teaching seminar]" (Venitsky, 1982, p. 2).

Results from this study confirmed these previous findings. *All* of the participants found the videotape self-analysis to be instrumental in assessing the effectiveness of selected teaching behaviors and developing proficiency in reflective thinking. Furthermore, viewing and critiquing the videotape in a group setting was, for many of these former preservice teachers, another important vehicle for professional growth. In this study and others, reflective thinking, peer coaching and support, and instructional expertise typically increased as a result of group discussions of the videotapes (Chance & Krajewski, 1988).

In summary, videotape analysis

(a) offers an objective record of a classroom experience,

(b) enables the preservice teacher to view with detachment his/her teaching performance,

(c) provides opportunities through which individual and/or interactive reflection may develop (Freiberg & Waxman, 1990).

Weekly seminars.

Another staple of most teacher education programs is the university seminar, a seminar for preservice teachers currently engaged in full-time student teaching. Typically, this seminar is conducted by college supervisors and professors and meets once a week on the university campus. *All* of the participants of this study, regardless of their academic preparation, maintained these weekly seminars were vital to their clinical field experiences.

Why were the weekly seminars so important to these growing practitioners? According to Donna and other former preservice teachers, the seminar discussions substantially lessened feelings of professional and personal isolation, anxiety, and frustration.

> My school started a week earlier than most of the other schools. That meant I really had no one to talk to about what I was going through. I felt so alone! Oh, I know, you were there, Dr. Norton, and I really appreciated your phone calls and support. . . but it just wasn't the same. I needed to talk to someone who felt as dumb and scared as I was! The first seminar, when everybody got together and started talking. . . what a relief! It was like I was hearing myself talking! Everybody seemed to be thinking and feeling the same things.
>
> That night my brother called, and I told him how great the seminar was. My situation and feelings weren't weird. . . everybody else was going through the same thing. . . I think we all felt relieved, refreshed, and encouraged when the seminar ended. My brother, who's a recovering alcoholic, laughed and said, "Donna,

it sounds like you've found some sort of Teachers AA [Alcoholics Anonymous]! That's exactly what we do in our meetings. . . listen, share, and support."

Essentially, the university/college envisioned these weekly seminars as forums for reflective discussion, discussions of daily educational practice as experienced by these student teachers. "Listen, share, and support" were obviously key elements in achieving this goal of reflective discussion. Participants agreed the "listening, sharing, and supporting" evidenced in the weekly seminars

(a) enhanced reflective thinking as they brainstormed ways to improve and/or streamline instruction, classroom management, and administrative responsibilities;

(b) increased their knowledge of effective teaching strategies;

(c) encouraged professional collegiality and sharing of ideas;

(d) eased tensions when teaching concerns changed during the semester/quarter (Jones & Vesilind, 1996); and

(e) encouraged "resonance" (Conle, 1996, p. 297) as they constructed practical knowledge by integrating past and present educational experiences.

Even though the affective and behavioral gains from the seminars appear tremendous, research suggests guidelines and structure can increase the effectiveness of these group meetings. For example, in one study by Hillkirk & Dupuis (1989), preservice teachers in structured, inquiry-oriented seminars with a concomitant emphasis on skill acquisition, were typically more adept in critical analysis and self-discovery than their counterparts in less structured seminars. Journals from preservice teachers in the more structured weekly meetings contained a significant number of reflective insights into

BEST COPY AVAILABLE

their own philosophies of teaching, the students, the school environment, and the clinical field experience itself.

Additionally, many participants in this study noted the importance of small group instruction in stimulating professional growth. These small group discussions were, for several preservice teachers, highlights of the weekly seminar. The groups were distinguished by teacher certification type, focused on issues and methodologies typical of their student populations, and appeared to promote a more intimate, subject-specific professional rapport. Indeed, previous research indicates preservice teachers participating in certification-specific preparation programs are significantly more successful in the classrooms than their generally-prepared cohorts (Stahler, 1995).

In summary, the weekly seminar is common to most university/college student teaching experiences. It appears to be a more valuable resource than many teacher educators realize. By promoting professional rapport, skill acquisition, and reflective inquiry, the university seminar provides an excellent medium for professional growth.

Dialogue journals.

An important, on-going assignment in one university's student teaching seminar was reflective dialogue journal writing. Participants were introduced to reflective thinking and dialogue journal writing in the first seminar as they learned of the works and philosophies of John Dewey and Donald Schon and engaged in various exercises to stimulate self-awareness. Using specific guidelines and topics which corresponded to the seminar discussions, the preservice teachers submitted weekly journals to their field supervisors. During the following week, field supervisors critiqued journal entries,

offering probing comments and questions and clarification when necessary. Journals were then returned to the students at the beginning of the next seminar session.

All of the former preservice teachers from this university mentioned the dialogue journals as major catalysts in promoting and refining strategies of reflective thought and identifying effective teaching strategies. Explicit guidelines for writing reflective journals, journal topics complementing seminar discussions, and extensive and probing feedback from field supervisors were frequently cited as instrumental in making the reflective journals such powerful tools for professional growth. These observations corroborate previous research documenting the effectiveness of student writing in stimulating and refining reflective thought (Hatton & Smith, 1995; Norton, 1994).

Interestingly, the dialogue journal and weekly seminar complement and reinforce each other in many ways. For example, the dialogue journal is a forum for *written* discussion, while the seminar provides an arena for *verbal* interaction. Preservice teachers hesitant to voice their concerns in the weekly seminar may be able to readily share them in the confidential, risk-free dialogue journal. Additionally, reflective dialogue journals, similar to the weekly seminars,

(a) provide feedback to the student;

(b) reveal patterns of behavior in a person's life;

(c) integrate events, circumstances, and people into a coherent whole; and

(d) help crystalize an individual's thoughts (Progoff, 1975; Saltzman, 1981).

In summary, reflective dialogue journal writing is, for many preservice teachers, a promising stimulus for reflective self-analysis and can be a vital channel for expression and evolution. This form of journal writing enables the author to interpret the past, understand and integrate the present into existing thought, and predict the future with increased confidence.

Recommended Inservice Activities/Programs

Mentor teachers.

Practically *all* of these former preservice teachers were passionately insistent about the necessity for mentor teachers for first year teachers. Participants with less vehement thoughts on the subject had benefitted from the kindness and expertise of veteran teachers. In these situations, a more experienced teacher, usually an older grade-level teammate, unofficially adopted the novice teacher and guided him/her through the hazards of first year teaching. However, most of the participants received only sporadic assistance from their colleagues, colleagues typically juggling hectic teaching assignments, administrative duties, and professional development. For most of these veteran teachers, there was little time to significantly help a fledgling colleague.

According to Diana and other participants in the study, school systems would be wise to initiate a mentor program for first-year teachers.

> I'm not blaming the other teachers [for not helping me]. They've already got too much to do as it is. . . But, can't the school system provide some incentive for being a mentor? How about a small stipend like they give you for taking a student teacher? Or maybe, they could give you so many days of early release time? Oh, I know! Why couldn't they give you SDU [Staff Development Units] credit for being a mentor? That way you could renew your teaching certificate and help save a drowning new teacher!

> Anyway, I know for sure I wasted so much time this year because nobody was there for me. I needed help, and I'm not all that unusual. I needed information about the school, the community, the students, administrative procedures. . . everything that's not mentioned in all of those three-ring policy handbooks they give you during pre-planning. And, sometimes I just needed a shoulder to cry on. . . someone who would listen, sooth, and encourage me. And, of course, I still wanted constructive feedback on my teaching performance. . . you know, my questioning skills and classroom management. . .
>
> I'm not saying my kids got the shaft this past year. I was not a bad teacher, but I certainly wasn't a good one either. . . mediocre. . . yeah, that's what I was. And, the thing is, I could have been a good teacher this year with the help of a mentor.

Diana's ideal mentor would possess extensive experiential knowledge, pedagogical expertise, solid theoretical grounding, and impressive interpersonal intelligence. This man/woman would be a tremendous resource, stimulus, and guide for professional and personal growth; not someone who merely conducts a cursory tour of the school facility and demonstrates the intricacies of the copy machine.

Participants in this study, regardless of the circumstances of their employment, reported periods of debilitating frustration. These first year veterans were *adamant* mentor teachers would have made significant differences in their personal and professional lives. Their observations are certainly convincing arguments for establishing mentoring programs for novice teachers.

Professional collegiality.

Most of participants valued the professional collegiality experienced during their first years of teaching. For examples, teachers were allotted time to design, implement, and evaluate instructional activities together; time to share new materials, teaching strategies, and ideas; and time to observe each other in the classroom. In practically all of the schools,

administrators had scheduled this valuable time for teacher interaction. However, for a few, the classroom was a lonely, isolated place.

> I really wish we [grade-level teachers] could meet once in a while. And, I don't mean just to complete some survey or inventory from the Central Office. I mean talking to each other about what's going on in our classrooms. . . you know, bouncing ideas off each other, sharing new stuff. . . things like that. All this year, I've been in my room wondering, "Am I doing this right? Are the other second grade teachers doing roughly the same thing?"
>
> I know from my student teaching days that other schools have time set aside for teachers to plan together. Even the veteran teachers learned a lot from these meetings. Maybe that's it! Maybe, these teachers are afraid they might have to change what they're been doing for 20 years! As long as the administration keeps us so isolated, everyone can just close their doors and do their own little thing (Nancy).

Samuel, too, longed for increased professional collegiality. His analogy is thoughtful and provocative.

> Teaching is a contact sport. . . like football. In football, you need frequent contact with the players, other coaches, the athletic director, the cheerleaders, the team manager, the groundskeeper, and even the water boy. If you don't touch base, at least occasionally, with everybody, you're not going to have a winning season. And, if you aren't able to touch base with everybody when you're teaching, you're not going to have a successful year.

Summary

At the time of the interviews, these first year veterans were able to offer invaluable insights into teacher preparation programs and inservice activities. Memories of their student teaching days and first years of public school teaching were still intact and quite vivid. They were able to objectively evaluate their teacher education curricula and suggest improvements in the daily educational practice of most schools. Their concerns merit serious consideration.

Directions for Future Research

The main purpose of this study was to examine reflective thinking as it related to characteristics of an effective teacher. Results indicated reflective thinking, as well as creative thinking, locus of control, and attitudes towards teaching, *was* a significant characteristic of an effective practitioner as described by first year veteran teachers. However, even though the paradigm of reflective practice may answer many professional needs and questions regarding effective teaching, it simultaneously raises concerns and issues for further consideration and research. This study alone identified three broad research questions, questions which must be answered if Schon's effective, reflective practitioner is to become the norm rather than the exception in educational communities (Schon, 1983, 1987).

First of all, does increased reflection actually enhance classroom performance? Are reflective, thoughtful, analytical teachers more effective in promoting a student's emotional, physical, moral, and cognitive growth than their unreflective, complacent, routine-bound colleagues? Preliminary studies into the relationship between reflective thinking and effective teaching have been promising. Several qualitative studies, including this one, have reported a strong, positive relationship between the two variables. In these studies, an effective teacher, one who maximized student achievement and promoted higher-level thinking skills in his/her classroom, was also a reflective, thoughtful practitioner (Norton, 1996; Onosko, 1992; Porter & Brophy, 1988). However, more research into this relationship between effective teaching and reflective thinking is needed.

Secondly, once the association between reflective thinking and effective teaching has been empirically and qualitatively verified, means of predicting

reflective thought may then be explored. Are there certain program, personality, and/or cognitive variables that can predict the presence or absence of attitudes of reflective practice? Can a preservice teacher with an inclination towards reflective inquiry be identified by a particular personal and/or intellectual characteristic? Or, does the habit of reflective thinking emerge only with age and experience? Ideally, if initial predispositions towards reflective thinking in preservice teachers could be identified, then teacher educators could structure appropriate reflective activities for each group.

Finally, how is reflective practice identified in the classroom? Structured interviews, dialogue journal entries, and written philosophies of education are frequently used to measure reflective thinking (Hillkirk, 1987). However, these avenues ultimately fail to target actual behaviors in the classroom that connote a reflective orientation. An observation tool, to be used by the evaluator or researcher during an actual classroom visit, would provide a more direct means of determining reflective practice. Several such instruments have been developed and pilot-tested, but more research is needed before these reflective teaching observation instruments gain widespread acceptance (Jadallah, 1984; Lambert, 1976).

Finally, results from this particular study merit further investigation.

1. Is there a relationship between the effective teaching strategies identified by these first year veterans and their teacher education curricula?
2. Is there a relationship between the effective teaching strategies identified by these first year veterans and aspects of their public school settings?

3. Is there a relationship between the effective teaching strategies identified by these first year veterans and prior teaching experiences?
4. Is there a relationship between the effective teaching strategies identified by these first year veterans and their ages?
5. What are the most effective means of incorporating additional field components into the teacher education program?
6. How may the use of microteaching lessons be enhanced?
7. What are the most effect means of employing videotape self-analysis, distance learning, and other technology advances into the teacher education program?
8. How may the weekly student teaching seminar be structured and conducted to promote reflective thinking and effective teaching strategies?
9. What are essential components of provocative dialogue journal writing, writing which stimulates personal and professional growth?

These major research questions, though vital to a more complete understanding of reflective practice and effective teaching strategies, are, ultimately, catalysts for future study. In fact, effective educational practice *demands* the on-going reflective cycle of assessment, research, implementation, and assessment. Why?

> Clearly, everyone who has ever been engaged in teaching knows that it is a *thinking* process. Effective teaching requires constant evaluation of one's beliefs in light of one's classroom behaviors -- *and* constant evaluation of one's classroom behaviors in light of the student outcomes for which one is aiming. Good teachers never reach stasis; they are always striving to "do it" better (Gough, 1996).

References

Anderson, R., Armbruster, B. B., & Roe, M. (1989). A modest proposal for improving the education of reading teachers. (Technical Report No. 487). Champaign, IL: University of Illinois at Urbana-Champaign, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 313 674)

Brophy, J., & Good, T. L. (1985). Teacher behavior and student achievement. In N. L. Gage (Ed.), Handbook of research on teaching (3rd ed., pp. 328-375). New York: Macmillan.

Chance, C., & Krajewski, B. (1988). Videotaping: A staff development technique for preservice and inservice teachers. (Technical Report No. 143). University of TN: Authors. (ERIC Document Reproduction Service No. ED 302 513)

Conle, C. (1996). Resonance in preservice teacher inquiry. American Educational Research Journal, 33(2), 297-325.

Cruickshank, D. R. (1986). Helping teachers achieve wisdom. Texas Tech Journal of Education, 13(1), 21-27.

Cruickshank, D. R. (1987). Reflective teaching: The preparation of students of teaching. Reston, VA: Association of Teacher Educators.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Boston: D. C. Heath. (Original work published 1909)

Dewey, J. (1944). Democracy and education: An introduction to the philosophy of education. New York: The Free Press. (Original work published 1916)

Elkind, D. (1995). School and family in the postmodern world. Phi Delta Kappan, 77(1), 8-14.

Freiberg, H. J., & Waxman, H. C. (1990). Reflection and the acquisition of technical teaching skills. In R. T. Clift, W. R. Houston, & M. C. Pugach (Eds.), Encouraging reflective practice in education (pp. 119-139). New York: Columbia University, Teachers College Press.

Getzels, J. W., & Jackson, P. W. (1963). The teacher personality and characteristics. In N. L. Gage (Ed.), Handbook of research on teaching (pp. 506-582). Chicago: Rand McNally.

Gough, P. B. (1966). No more 'pie in the sky.' Phi Delta Kappan, 77(7), p. 459.

Griffin, G. A. (1981). Student teaching: A review. Austin, TX: University of Texas, Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 223 565)

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. Teaching and Teacher Education, 11(1), 33-49.

Hillkirk, R. K. (1987). Preservice secondary teacher reflective and inquiry skills and ability to articulate a written philosophy of education. (Doctoral dissertation, Pennsylvania State University, 1987). (From Dissertation Abstracts International, 1988, 48, 2604A, Abstract No. DA8728016)

Hillkirk, R. K., & Dupuis, V. L. (1989). Outcomes of a teacher education curriculum module that emphasizes inquiry and reflection. The Teacher Educator, 24(3), 20-27.

Hyun, E., & Marshall, J. D. (1996). Inquiry-oriented reflective supervision for developmentally and culturally appropriate practice. Journal of Curriculum and Supervision, 11(2), 127-144.

Jadallah, E. (1984). The development of a reflective teaching observation instrument. (Doctoral dissertation, Ohio State University, 1984). (From Dissertation Abstracts International, 1985, 46, 127A, Abstract No. DA8504033)

Jones, M. G., & Vesilind, E. M. (1996). Putting practice into theory: Changes in the organization of preservice teachers' pedagogical knowledge. American Educational Research Journal, 33(1), 91-117.

Kagan, D. M., Albertson, J. D., & Sadler, E. J. (1986). Cognitive level and self-evaluation of pre-service teachers. The Teacher Educator, 22(1), 18-27.

Kirby, P. C. (1987). Reflective practice as a predictor of teacher effectiveness. (Doctoral dissertation, University of New Orleans, 1987). (From Dissertation Abstracts International, 1987, 49, 1771A, Abstract No. AAC8810301)

Lambert, G. E. (1976). The development of an observation instrument for detecting the presence of reflective teaching in classrooms. (Doctoral dissertation, Ohio State University, 1976). (From Dissertation Abstracts International, 1977, 37, 5053A-5054A, Abstract No. 77-2441)

McNergney, R., & Satterstrom, L. (1984). Teacher characteristics and teacher performance. Contemporary Educational Psychology, 9(1), 19-24.

Meverech, Z. R. (1982). Creative entry behaviors and student success in a teacher training college. Journal of Teacher Education, 33(6), 45-46.

BEST COPY AVAILABLE

Moore, K. D. (1988). A model for teacher preparation. Contemporary Education, 59(2), 104-109.

Norton, J. L. (1991, October). Preparing reflective teachers: A proposed model of clinical field experience. Paper presented at the Annual Meeting of the Georgia Educational Research Association, Decatur, GA.

Norton, J. L. (1994, February). The effects of time, teaching certification type, and field placement on reflective thinking in preservice teachers. Paper presented at the Annual Meeting of the Association of Teacher Educators, Atlanta, GA.

Norton, J. L. (1996, November). The effective practitioner: Images from first year teachers. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

Norton, J. L. (in press). Locus of control and reflective thinking in preservice teachers. Education.

Ogle, L. T. (1991). The condition of education 1991: Elementary and secondary education (Vol. 1). Washington, DC: National Center for Education Statistics.

Onosko, J. J. (1992). Exploring the thinking of thoughtful teachers. Educational Leadership, 49(7), 40-43.

Pfeifer, J. (1983, January). The effects of personality on success in student teaching. Paper presented at the National Field Directors Forum of the Annual Meeting of the Association of Teacher Educators, Orlando, FL.

Pollard, A., & Tann, S. (1987). Reflective teaching in the primary school: A handbook for the classroom. London: Cassell Educational Limited.

Porter, A. C., & Brophy, J. (1988). Synthesis of research on good teaching: Insights from the work of the Institute for Research on Teaching. Educational Leadership, 45(8), 74-85.

Progoff, I. (1975). At a journal workshop: The basic text and guide for using the intensive journal. New York: Dialogue House.

Richards, J. C., Gipe, J. P., Levitov, J., & Speaker, R. (1989, March). Psychological and personal dimensions of prospective teachers' reflective abilities. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Richardson, V. (1990). The evolution of reflective teaching and teacher education. In R. T. Clift, W. R. Houston, & M. C. Pugach, (Eds.), Encouraging reflective practice in education, (pp. 3-19). New York: Columbia University, Teachers College Press.

Sadowski, C. J., Blackwell, M., & Willard, J. L. (1985). Locus of control and student teacher performance. Education, 105(4), 391-393.

Saltzman, I. A. (1981). Journal keeping: A self-study approach to behavior change. (Doctoral dissertation, Fairleigh Dickinson University, 1981). (From Dissertation Abstracts International, 1981, 41, 4660A, Abstract No. 8110562)

Schon, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Schon, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.

Smith, R. W. (1994). Reflection: A means of critically evaluating prior school experience. Educational Foundations, 8(3), 17-32.

Stahler, T. M. (1995). A comparative analysis of specifically prepared and generally prepared middle school preservice teachers. Action in Teacher Education, 17(3), 23-32.

Sternberg, R. J., & Horvath, J. A. (1995). A prototype view of expert teaching. Educational Researcher, 24(6), 9-17.

Sugawara, A. I., Harris, J. J., & O'Neill, J. P. (1988). Self-concept and teacher competency among early childhood student teachers. Early Child Development and Care, 39, 177-185.

Torrance, E. P. (1966). Torrance tests of creative thinking, verbal form A. Bensenville, IL: Scholastic Testing Service

Torrance, E. P. (1990). Torrance tests of creative thinking, verbal forms A and B: Manual for scoring and interpreting results. Bensenville, IL: Scholastic Testing Service.

Venitsky, J. L. (1982, August). Using videotape for self-improvement. Paper presented at the Annual California Great Teachers Seminar, Santa Barbara, CA.

White, K. A. (1987). Videotaping for self-evaluation of teaching behaviors. (Doctoral dissertation, Oklahoma State University, 1987). (From Dissertation Abstracts International, 1988, 49, 1031A, Abstract No. DAS811648)

Footnotes

[1]All participant and place names were changed to assure the anonymity of each person and the confidentiality of the study.